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ABSTRACT

In 1983-1984, the Multilingual Survival Skills Program provided support services and instruction in English as a Second Language (ESL) and native language skills to approximately 360 students of limited English proficiency (LEP) in Grades 9-12 at Wingate High School (Brooklyn, New York). Bilingual instruction in mathematics, science, and social studies was also provided. Eighty-one percent of the students spoke Haitian Creole as their native language. The remaining 19% were Hispanic, mainly from the Dominican Republic and Panama. Among the major goals of the project were to help students pass courses required for graduation; to develop and implement a pilot program in native language arts for Haitian students; and to develop curriculum materials to reinforce skills for illiterate or semi-literate Haitian and Hispanic students in required content-area courses. An assessment of first-year student achievement found that program students were able to achieve proposed instructional achievements in ESL, Spanish language arts, and social studies. Performance in mathematics, biology, and French was lower and program objectives were not met. Specific areas of improvement for consideration by the bilingual project include: recruitment of bilingual content-area teachers (Spanish/English), emphasis on the parental component, and in-service training for personnel working with the program's LEP students. (KH)

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GEORGE W. WINGATE HIGH SCHOOL

MULTILINGUAL SURVIVAL SKILLS PROGRAM

1983-1984

OEA Evaluation Report

O.E.A. Evaluation Section Report

Robert Tobias, Administrator of Evaluation
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Grant Number: G00-830-2796

GEORGE W. WINGATE HIGH SCHOOL

MULTILINGUAL SURVIVAL SKILLS PROGRAM

1983-1984

Principal:
Dr. Robert Schain

Project Director:
Ms. Gloria Lemme

Prepared by the
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A SUMMARY OF THE REPORT

This program, in its first year of a three-year funding cycle, provided instruction in English as a second language (E.S.L.) and native language skills, in addition to bilingual instruction in mathematics, science, and social studies to approximately 360 students of limited English proficiency in grades nine through twelve. Eighty-one percent of the students were born in Haiti and spoke Haitian Creole as their native language. The remaining 19 percent were Hispanic, mostly from the Dominican Republic and Panama. The project served students of various academic and linguistic backgrounds.

Many students started the program with minimal or no literacy skills in their native language. In response, the program has developed a pilot component for incoming Haitian Creole-dominant ninth graders, teaching native language arts and content areas in Creole.

The program was modified considerably from its original proposal for 1983-84. Although the project was proposed as having two coordinators, one for the Haitian component and one for the Hispanic component, the Haitian coordinator position was not funded. This situation placed additional responsibility on the remaining project coordinator.

The major goals of the program were as follows:

--To help students pass the courses required for graduation by providing bilingual courses in the content areas and E.S.L. on a daily basis as well as other services;

--To develop and implement a pilot program in native language arts (Haitian Creole) for Haitian students;

--To develop curriculum materials to reinforce skills for illiterate or semi-literate Haitian and Hispanic students in the required content-area courses;

--To provide increased support services, including counseling as needed;

--To develop students' appreciation for and an awareness of the target culture as well as that of other groups in the school;

--To provide for an appreciation of American values throughout the curriculum, especially in English and social studies.

The basic program philosophy emphasized the acquisition of English language skills while maintaining and developing skills in Spanish and French, and/or Haitian Creole. Wingate's transition policy was one of mainstreaming with an emphasis on preparation for the English Regents and city-wide examinations.

Title VII funds supported administrative, support services, and paraprofessional staff positions. Instructional services were funded by tax-levy, P.S.E.N., and Chapter I monies. The program staff also included a tax levy-funded grade advisor. Supportive services to program students included personal, academic, career, and vocational counseling. Curriculum materials were developed in Spanish for science and global studies, and in mathematics, global studies, and native language arts for use with Haitian students. In addition, project staff translated school-wide circulars and important information such as graduation requirements. Staff development activities were limited to those scheduled school-wide or within each academic department. Although formal ongoing in-service training had not been initiated for bilingual program staff, staff members did attend professional conferences, workshops, and university courses. Parents of program students attended advisory committee meetings on a limited basis because many parents work and can not attend meetings during the day.

Program objectives were assessed in English language development (Criterion Referenced English Syntax Test [CREST] and teacher-made tests); mastery of the native language (New York State Regents Examination in French or Spanish and Citywide Examinations); mathematics, science, and social studies (New York State Regents Examinations and Citywide Examinations); and attendance (school and program records). Quantitative analysis of student achievement data indicates that:

--Haitian Creole-speaking students participating in the pilot program mastered an average of more than one CREST objective per month of instruction, thus meeting the program objective.

--All other program students also met the program objective for CREST achievement by mastering an average of more than one objective per month of instruction.

--The pilot program participants achieved a 65 percent passing rate in E.S.L. classes in the spring semester.

--All other program students surpassed the 65 percent passing rate in E.S.L. classes both semesters.

--Hispanic program students performed well on both the New York State Regents and Citywide Examinations in Spanish, with passing rates above 93 percent both semesters. Program students taking these exams in French achieved lower passing rates, although students taking the Citywide French Examinations achieved a 93 percent passing rate.

--On New York State Regents and Citywide Examinations in the content areas, the highest passing rates were achieved in social studies (all above 80 percent). The lowest passing rates were achieved by students taking biology examinations -- 19 percent in the fall and nine percent in the spring.

The following recommendations are aimed at improving the overall effectiveness of the program:

--Plan and implement a recruitment strategy for hiring Spanish-speaking, bilingual teachers certified in content areas. Also, provide additional support for teachers working outside their areas of license.

--Study the role(s) of educational assistants in order to ensure the optimal use of their expertise in the classroom and provide in-service training in the areas of lesson planning and grouping of students.

--Give priority to the development of the parental involvement component.

--Continue to promote the Haitian Creole native language arts sequence in order to afford it the prestige it merits as a language of the Haitian community.

--Develop strategies to encourage Haitian and Hispanic students to use the bilingual office and staff as resources to meet their needs.

--Analyze the project director's role and responsibilities and attempt to allocate (or reallocate) resources to lessen what appears to be an overwhelming workload.

--With school administration support, schedule bilingual program meetings at a time during the regular school day and require the attendance of all faculty serving project students.

--If resources permit, extend the staff development component to include a variety of workshops and in-service activities for all personnel serving the project, and extend conferences to the largest number of program participants possible within the parameters of the budget.

--Develop and obtain materials for the Haitian students, especially for the native language arts classes in Haitian Creole.

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GEORGE W. WINGATE HIGH SCHOOL

MULTILINGUAL SURVIVAL SKILLS PROGRAM

1983-1984

Location:	600 Kingston Avenue Brooklyn, New York
Target Languages:	French, Haitian Creole, and Spanish
Year of Operation:	1983-1984, first year of three-year cycle
Number of Participants:	288 Haitian and 70 Hispanic students
Principal:	Dr. Robert Schain
Project Director:	Ms. Gloria P. Lemme

I. DEMOGRAPHIC CONTEXT

ENVIRONMENT

Wingate High School is located in the Crown Heights section of Brooklyn, a predominantly low-income neighborhood. In the past few years, housing conditions have been maintained and some renovations have been done. As a result, community pride has been spurred and the general economic viability of the area has increased.

Area residents are of black, Hispanic, and Hassidic Jewish background. Many of the black residents are Haitian, including students of high school age who have participated in Wingate's long-standing French/Creole bilingual program, the largest bilingual program for Haitian students in the city. The Hassidic students in the district do not attend the public schools. Presently, the neighborhood contains an increasing number of Hispanic residents. The vast majority of area residents are native

speakers of Haitian Creole or Spanish, and these home languages are the target languages of the Survival Skills Program.

SITE CHARACTERISTICS

The program operates out of Wingate High School, a large, relatively modern facility. As of October 1983, 2,825 students attended the school. Over 90 percent of the student body is black (including students of Haitian origin), approximately seven percent are Hispanic, and there are 17 Asian students. In 1983-84, 489 students graduated and 403 (14.3 percent) were classified as dropouts.

II. STUDENT CHARACTERISTICS

COMPOSITION

The Title VII Multilingual Survival Skills Program serves approximately 290 French/Haitian Creole-speaking students and 65 Spanish-speaking students. Eighty-one percent of the program students reported come from Haiti and the other 19 percent are Hispanic students mostly from the Dominican Republic and Panama (see Table 1). Based on the data submitted, students are divided almost evenly by sex, with 49 percent male and 51 percent female. Table 2 presents the number of program students by age and grade, and indicates that more than three quarters of the students are older than the expected age range for their grade placement. The large percentage of overage students can perhaps be explained by the fact that many students come from countries where the educational system does not parallel ours or where education is not readily accessible. Table 3, which presents the time students have spent in the program, shows that more than half the students have spent one year or less in the program.

TABLE 1

Number and Percent of Program Students by Country of Birth

Country of Birth	Number	Percent
Haiti	288	81
Panama	32	9
Dominican Republic	18	5
Puerto Rico	9	2
Other Central or South American	8	2
Africa	1	less than 1
TOTAL	356	100

- Eighty-one percent of the program students were born in Haiti and are native speakers of French Creole.
- Nineteen percent of the students are native speakers of Spanish. Their countries of birth include Panama, the Dominican Republic, Puerto Rico, and other Latin American countries.

TABLE 2

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
13	1	0	0	0	1
14	13	0	0	0	13
15	38	8	0	0	46
16	39	11	2	1	53
17	40	21	4	0	65
18	27	11	11	5	54
19	25	12	8	8	53
20	11	16	13	13	53
21	4	1	8	2	15
22	0	1	0	1	2
TOTAL	198	81	46	30	355
Overage Students					
Number	146	62	40	24	272
Percent	74	77	87	80	77

Note. Shaded boxes indicate expected age range for grade.

- Seventy-seven percent of the program students are overage for their grade placement.
- The highest percentage of overage students is in grade eleven (87 percent).

TABLE 3

Time Spent in the Bilingual Program[a]

(As of June 1984)

Time Spent in Bilingual Program	Number of Students Grade 9	Grade 10	Grade 11	Grade 12	Total
<1 Academic Year	33	3	1	1	38
1 Academic Year	121	25	13	9	168
2 Academic Years[b]	39	47	25	10	121
3 Academic Years[b]	5	4	5	6	20
4 Academic Years[b]	0	1	2	1	4
TOTAL	198	80	46	27	351

[a]Rounded to the nearest year.

[b]Refers to pervious participation in other bilingual program.

- One hundred sixty-eight students (47 percent) have been in the program for one year.
- Thirty-eight students entered the program at various times during the academic year.
- The remaining students had participated in the previous bilingual program at the school.

LANGUAGE DIVERSITY

This year's project is serving both Hispanic and Haitian students of various academic and linguistic backgrounds. Many students start the program with minimal or no literacy skills in their native language. Given this situation, the program administration has recognized the need for special instructional sections, especially for the Haitian Creole-speaking students, and has emphasized this population in this year's proposal. A pilot program was instituted for the incoming Haitian Creole-dominant ninth graders, in which special sections of all content areas as well as native language arts were taught in Creole in the spring term. One of the major problems faced by the program is the attitude of students, parents, and staff regarding the use of Haitian Creole in the classroom. There is an apparent stigma attached to the use and teaching of this vernacular language. However, this pilot program for the Haitian component has as a major goal the use of Haitian Creole in teaching content areas in order to help students in their conceptual development so that they will not fall behind while learning English. Additionally, the use of the vernacular for instruction emphasizes its importance and validity, thus, enhancing the students' self-concept.

III. PROGRAM DESCRIPTION

GOALS AND OBJECTIVES

The project, as approved by the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education, proposed the following major goals:

1. To help students pass the courses required for graduation by providing bilingual courses in the content areas and E.S.L. on a daily basis as well as other supportive services.

2. To develop and implement a pilot program in native language arts (Haitian Creole) for Haitian students.

3. To develop curriculum materials to reinforce skills for illiterate or semi-literate Hispanic students in required content-area courses.

4. To provide increased support services, including counseling as needed.

5. To develop an appreciation for and an awareness of the target cuture as well as that of other groups in the school.

6. To provide for an appreciation of American values throughout the curriculum, especially in English and social studies.

Specifically, the proposed program lists the following first year objectives for evaluation during the 1983-84 period:

1. Sixty-five percent of the pilot program participants (LEP Haitian Creole-speaking students) will master one objective per 30 day period of instruction, as measured on a pre- and post-test basis, using the Criterion Referenced English Syntax Test (CREST).

2. Seventy-five percent of other target LEP students (French and Creole-, and Spanish-dominant) will master one objective per 20 day period of instruction as measured by the CREST.

3. Sixty-five percent of the pilot program participants will be able to write a sentence in English using correct structure and punctuation.

4. Sixty-five percent of the target LEP students will receive a passing grade on examinations approved by the assistant principal for foreign languages.

5. Target students will pass the New York State Regents Examination in French or Spanish.

6. Seventy-five percent of the target LEP students who take the New York State Regents Examinations in the areas of mathematics, biology, and social studies will pass.

PROGRAM PHILOSOPHY

The basic program philosophy stresses the acquisition of English language skills while maintaining and developing native language skills in Spanish, French, and/or Haitian Creole. The implementation of this philosophy can be seen in the program's offerings in content-area instruction and native language arts.

ORGANIZATION AND FUNDING

The Multilingual Survival Skills Program at Wingate High School was modified considerably from its original conceptualization for 1983-84. Originally, the project was proposed as having two coordinators, one for the Haitian and Hispanic components respectively. However, the coordinator's position for the Haitian component was not funded. This change placed additional responsibility on the current project coordinator.

The project director reports to an assistant principal, who is the chairperson of the foreign language department. In addition, she also communicates with the assistant principals for administration, guidance, and pupil services. On a day to day basis, the director supervises the Title VII staff which includes two curriculum specialists

(one Haitian Creole-, one Spanish-speaking) and two paraprofessionals. The program staff also includes a full-time tax-levy grade advisor (Haitian Creole-speaking). The content-area teachers, funded by tax-levy, P.S.E.N., and Chapter I, are supervised by their respective assistant principals. In the program's organizational arrangement, the director's authority, especially vis-a-vis curriculum and instruction, is limited.

IV. INSTRUCTIONAL COMPONENT

PROGRAMMING

Programming in content areas is done by the bilingual program staff, through oral interviews and written placement tests in English and in native language, a written placement test in mathematics, and oral questioning on knowledge of social studies and science.

Only very advanced students are sent to the department chairperson(s) or the bilingual content-area teacher(s) for placement. In subsequent semesters, placement and programming are determined by the grade advisor, based on report card information and teacher recommendations.

ENTRY CRITERIA

The students enrolled in the program were selected as a result of their scores below the twenty-first percentile on the English Language Assessment Battery (LAB). Many of the recent arrivals from the Caribbean, both Hispanic and Haitian, lack the schooling experiences which would enable them to fully participate in the learning process in a traditional classroom. Presently, there is no other high school program addressing the needs of these students in this area of Brooklyn.

ENGLISH LANGUAGE INSTRUCTION

The E.S.L. component of the Multilingual Survival Skills sequence consists of four levels of E.S.L. instruction serving beginning, intermediate, and advanced level students. These courses begin with oral comprehension and grammar and then move on to writing, reading, and

literature. In addition to the E.S.L. sequence, there are three English courses which focus on writing and literature in preparing project students for mainstreaming. Table 4 lists the E.S.L. and English classes given in the fall and spring semesters. All classes meet five times a week for 40 minutes each.

In two E.S.L. classes observed by a member of the evaluation team, program students (10 in one class and 17 in the other) received instruction in a class which included both French/Creole-speaking and Spanish-speaking LEP students. A paraprofessional was also present. Students participated reluctantly in one class since, it seemed, that the work being reviewed was too easy. In the second class, the students were very interested and participated fully.

TABLE 4

Instruction in English as a Second Language and English Reading[a]

Course Title	Number of Classes		Average Register		Curriculum or Material In Use
	Fall	Spring	Fall	Spring	
E.S.L. 1	2	3	20	15	Access to English, Book 1 and Workbook
E.S.L. 1 (upper)	1	6	17	23	Access I, No Hot Water Tonight, Everyday English 2
E.S.L. 2	1	5	24	38	Access II, Selections in Developing E.S.L.
E.S.L. 3	5	--	36	--	Lado Series - Book 4 and Workbook
E.S.L. 4	1	--	20	--	Dixon - Complete English Series, Book 2, and teacher-made material
E.S.L. 4 (upper)	--	1	--	13	
English 1	3	2	40	35	Composition Practice I - Blanton, Reading and Writing Skills
English 2	2	2	40	35	Composition Practice II - Blanton, Real Stories Book A
English 3	1	1	42	38	Intermediate Composition Practice - Book I, An Ordinary Life, Man Without A Country

[a]All classes were exclusively for program students. Paraprofessional assistance was available in all E.S.L. classes.

NATIVE LANGUAGE INSTRUCTION

Program students enrolled in native language arts classes which met five times a week at the introductory, intermediate, and advanced levels in Spanish, French, or Haitian Creole. The advanced Spanish classes stressed the study of various cultures representative of the Spanish-speaking world. The one advanced Spanish native language arts class observed by a member of the evaluation team was found to be stimulating. Both the teacher and the students seemed to enjoy their interaction.

The program initiated a pilot component offering Haitian Creole-speaking ninth graders the option of taking Creole to fulfill the foreign language requirement for graduation. This offering is definitely an important addition, but since there is a stigma attached by some parents to the study of Haitian Creole, strategies need to be developed in order to motivate students to study the vernacular. Furthermore, an acceptance of the teaching of Haitian Creole by school personnel is important for the language to have the same prestige as others taught as foreign languages.

There is a great need for curriculum and instructional materials to be developed in Haitian Creole. The program developed a course of study for Haitian Creole 1 and is developing a course of study for Haitian Creole 2.

Students who have had a number of years of schooling in Haiti in the French language are continuing their development of French through the language arts sequence. These classes met daily for 40 minutes.

An observation made of a level one native language arts class of 17 students found that students were actively engaged in a grammar lesson conducted exclusively in Creole. A second observation was conducted in a mixed grade level French grammar lesson on the present and future tenses. This class had 36 Haitian students present. Although the lesson was conducted primarily in French, the vernacular (Creole) was used much, especially among students.

CONTENT-AREA INSTRUCTION

Recruitment efforts for Spanish-speaking bilingual subject-area teachers were unsuccessful this year. This necessitated using existing non-bilingual faculty to serve the students' instructional needs in the content areas, especially in the Spanish bilingual program.

The Hispanic component depended primarily on content taught through English in mathematics, science, and social studies. In order to provide native language assistance for the LEP students in these classes, paraprofessionals worked as interpreters in the classrooms. This was accomplished through the linguistic summary method whereby the teacher presented concepts in English and the paraprofessional summarized them in the native language. In addition, materials covered in these classes were translated by the Spanish resource specialist who distributed them to the students periodically. These translations served both as study guides and as supplements to the texts which were available only in English.

In the Haitian component, efforts are being made to teach the subject areas bilingually and there are several teachers at Wingate who are trained to do so, although a few are teaching out of license.

An observation was made of a social studies and a mathematics class for Hispanic students. The linguistic summary method was used effectively in the social studies class but less so in the mathematics class. In addition, a science class for the Haitian students was observed. The topic was "similarities and differences in the cell structure of plants and animals." The class was conducted primarily in Creole and the students were actively engaged.

MAINSTREAMING POLICY

Bilingual students exit the program when they score above the twentieth percentile on the LAB and are recommended for mainstreaming by the project director and the grade advisor. However, students may elect to continue with the same grade advisor and receive services from the bilingual program.

MAINSTREAM CLASSES

In addition to participation in art, music, and physical education classes, program students at all levels were enrolled in some mainstream classes. Among these were four specialized vocational courses (typing 1 and 2, data processing, and computer literacy) offered by Project TOLLEPS at Clara Barton High School in the spring.

V. NON-INSTRUCTIONAL COMPONENT

Although the program did not propose first-year objectives in non-instructional areas, it did conduct activities related to student counseling and guidance, curriculum and staff development, and parental involvement.

SUPPORTIVE SERVICES

The guidance counselor provided personal and academic counseling and, together with the grade advisor, provided career and vocational counseling. During the spring term, a Haitian staff member was appointed as full-time grade advisor to work with approximately 200 students, and arranged for the students to participate in a number of out-of-school activities such as college and career fairs. Although her work load is overwhelming, she has filled an important gap. Guest speakers have also been invited to speak to students during their club hours on such topics as high school graduation requirements.

As part of the newly-implemented New York State Education Department requirement regarding student guidance, the Haitian Creole-speaking grade advisor is being trained in the use of the Metroguide computer system in order to better help students become aware of career choices. The project staff is also developing a bilingual survival guide for students. Appendix A presents a detailed listing of the supportive services offered to program students this year.

Presently, there is no Spanish/English-speaking grade advisor assigned to the Hispanic component. This has placed an added responsibility on the Title VII project director, who has assumed this role.

CURRICULUM DEVELOPMENT

During the 1983-84 school year, curricular materials were developed for classroom use in the areas of general science I and II and global studies in Spanish. Preliminary math I, global studies I, and Creole native language arts materials were developed or adapted for the Haitian pilot program component. In addition, schoolwide circulars and important information such as graduation requirements were translated. The need for French native language arts materials that are relevant to youngsters of Haitian background was mentioned by several staff members. The resource specialists continue to develop more materials in the areas mentioned above and try to support the classroom teachers as much as possible.

STAFF DEVELOPMENT

Formal on-going in-service training has not been initiated specifically for the bilingual program staff. Staff development activities have therefore been limited to those scheduled schoolwide or within each academic department. An effort was made by the bilingual program, however, to bring in various speakers for particular aspects of bilingual education. For example, three workshops were given on the new Haitian Creole orthography for the Haitian bilingual teachers, conducted by representatives of the Bank Street College of Education, and the bilingual/E.S.L. unit of the Division of High Schools. The latter office offered demonstration lessons in E.S.L. to all the language teachers in the program.

The project director attended various outside staff development activities during the 1983-84 year. These included attendance at the

National Association for Bilingual Education, New York State Association for Bilingual Education, the Hispanic Parents' and New York City Multicultural Conferences. In addition, she also participated in various local workshops with the resource specialists at the Bilingual Education Multifunctional Service Center and the N.Y.C. Board of Education's Computer Unit.

Six Title VII staff members enrolled in college courses to enhance their professional growth: the project director is continuing her studies towards a master's degree in educational administration at Teacher's College; two teachers took courses in bilingual education; two others took courses in their content areas; and one teacher has enrolled in a special education course at Hunter College. One staff member mentioned that the eligibility criteria for taking courses covered by the grant was not clear. Perhaps this issue can be discussed at a program meeting early next term. Appendix B indicates staff activities geared towards professional development in the 1983-84 year.

PARENT AND COMMUNITY INVOLVEMENT

Having parents of program students actively participate in an advisory committee has been difficult. One working parent said that since the meetings have all been held during the day, she cannot attend regularly; she cannot afford to take off from work. Although minutes of the meetings were not available, the committee met five times this year. However, different parents have attended each time. In an effort to attract parents, student representatives were elected to participate in

advisory committee meetings this year. As a result of the lack of continuity, parent involvement in program decisions appears minimal. While some parents may be apathetic and others overwhelmed with their new arrival to this country, efforts might be made to schedule some meetings in the evenings to attract more parents to the program.

AFFECTIVE DOMAIN

Students' responses to the program can be measured in part by their attendance record. According to program staff, attendance among program students has been better than attendance by students in previous bilingual programs at the school.

Although the Haitian club has been functioning for a number of years, there seems to be little communication between the Haitian staff members and the Haitian club. Presently, two staff members have volunteered to serve as advisors to the club, but the others rarely participate. The student leaders are in need of more direction and information about the rules and regulations for club operation. There was some dissatisfaction with their not receiving any funds from the student union for their activities this year.

Hispanic students do not have a club at present. The Spanish resource specialist is helping these students to establish a chapter of the Aspira Club at Wingate High School.

VI. FINDINGS: STUDENT ACHIEVEMENT

The following section presents the assessment instruments, procedures, and the results of the evaluation of student achievement as proposed for the academic year 1983-84.

ACQUISITION OF ENGLISH SYNTAX

Objective 1. Sixty-five percent of the pilot program participants (LEP Haitian Creole-speaking students) will master one objective per 30 day period of instruction, as measured on a pretest and posttest basis, using the Criterion Referenced English Syntax Test (CREST).

The CREST was developed by the New York City Public Schools to measure mastery of instructional objectives of the E.S.L. curricula. There are four items for each objective, and mastery of an objective is achieved when three of the items are answered correctly. The test has three levels: beginning (I), intermediate (II), and advanced (III). The maximum score on Levels I and II is 25, while the maximum score on Level III is 15.

Mean differences between pretest and posttest are computed to represent the gain score, and an index which represents the number of objectives mastered per month is computed by dividing the gain score by the actual months of instruction, adjusted for individual student attendance. Extensive information on CREST objectives and psychometric properties are in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test.*

*Board of Education of the City of New York, Division of High Schools, 1978.

The CREST was administered at the beginning and end of both the fall and spring semesters. Table 5 presents the results for students in the pilot component who were pretested and posttested with the same test level each semester.

Level I CREST data were available for 11 Haitian Creole-speaking students participating in the Haitian Creole pilot component in the fall and for 12 students in the spring. (One student was tested on Level II both semesters.) Examination of Table 5 reveals that in the fall, students mastered an average of 1.7 objectives per month. In the spring, students mastered an average of 1.5 objectives per month. The program objective was met both semesters.

Objective 2. Seventy-five percent of other target LEP students (French-, Haitian Creole-, and Spanish-dominant) will master one objective per 20-day period of instruction as measured by the CREST.

Table 6 presents the CREST results for all other targeted LEP students. Data were available for 259 students in the fall and 228 students in the spring.

Overall, the program objective was achieved, as students mastered an average of over one objective per month of instruction both semesters. Students tested on Levels I and II mastered an average of 1.5 CREST objectives per month in the fall and 1.2 CREST objectives per month in the spring. Students tested on Level III mastered 0.8 objectives per month in the fall, and 0.6 objectives per month in the spring.

The lower performance by students tested at Level III is partly due to the fact that mastery of objectives appears to take longer at that level. The E.S.L. objective assumes that progress is linear. The frequent lower achievement of Level III students found citywide suggests that it is not.

TABLE 5

Results of the Criterion Referenced English Syntax Test for Haitian Creole-Speaking Students in Pilot Component Pretested and Posttested on Same Test Level

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			Fall			
I	11	5.1	9.9	4.8	2.7	1.7
			Spring			
I	12	6.7	11.2	4.4	2.8	1.5

*Posttest minus pretest.

•Students mastered an average of 1.7 objectives per month in the fall and 1.5 objectives per month in the spring. Thus, the program objective for this group of students was exceeded both semesters.

TABLE 6

Results of the Criterion Referenced English Syntax Test for Program Students Pretested and Posttested on Same Test Level

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			Fall			
I	140	10.6	14.9	4.3	2.8	1.5
II	90	16.5	21.6	5.1	2.8	1.7
III	29	11.6	14.1	2.5	2.9	0.8
TOTAL	259	12.8	17.1	4.3	2.8	1.5
			Spring			
I	105	12.2	16.5	4.3	2.8	1.5
II	88	18.1	21.2	3.1	2.8	1.1
III	35	11.5	13.4	1.9	2.8	0.6
TOTAL	228	14.4	17.8	3.4	2.8	1.2

*Posttest minus pretest.

- Most students were tested on Level I and II.
- Overall, students met the program objective both semesters.

Objective 3. Sixty-five percent of the pilot program participants will be able to write a sentence in English using correct structure and punctuation.

Objective 4. Sixty-five percent of the target LEP students will receive a passing grade on examinations approved by the assistant principal for foreign languages.

Given the data available, these objectives were jointly assessed by calculating students' passing rates on teacher-made examinations in E.S.L. courses. Table 7 presents the number of students in this group attending E.S.L. courses and the percent passing teacher-made examinations by grade and semester. As can be seen, objective 3 was achieved by pilot program participants in the spring semester with a 69 percent passing rate, but not in the fall, when only 36 percent passed. As the pilot program classes were not offered in the fall, the difference in passing rates indicates that the pilot program was very effective in promoting higher passing rates in English in the spring.

Other LEP students met objective 4 each semester and at every grade level.

TABLE 7

Number of Program Students Attending Courses and Percent Passing

Teacher-Made Examinations in English As A Second Language

Student Group	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
Fall										
Pilot Program Participants	12	33	2	50	-	-	-	-	14	36
Other Target LEPs	156	71	71	83	37	89	20	95	284	78
Spring										
Pilot Program Participants	11	73	2	50	-	-	-	-	13	69
Other Target LEPs	147	71	62	77	28	82	8	100	245	75

•Overall, the 65 percent passing criterion was met by the pilot program participants in the spring, and by the other targeted students both semesters.

PERFORMANCE ON NEW YORK STATE REGENTS AND CITYWIDE EXAMINATIONS

Objective 5. Target students will pass the New York State Regents Examination in French or Spanish.

Objective 6. Seventy-five percent of the target LEP students who take the New York State Regents Examinations in the areas of mathematics, biology, and social studies will pass.

Table 8 presents the number of students taking these examinations and the passing rates in both the fall and spring semesters. For those students who did not take the Regents examinations, data were provided on the New York Citywide Examinations.

As no criterion was set for objective 5 regarding the proportion passing, it could not be evaluated. However, students' performance was high (passing rate of 98 percent or higher) on Spanish Regents exams both semesters. Passing rates on the French Regents exams was low but increased from 40 percent in the fall to 56 percent in the spring. Passing rates on the Spanish and French citywide examination ranged from 66 to 100 percent.

In the content areas, the 75 percent passing objective was achieved on social studies examinations both semesters. Performance in mathematics and biology was lower; thus, the objective was not met in these areas.

TABLE 8

Results of New York State Regents and Citywide Examinations

	Fall				Spring			
	Regents		Citywide		Regents		Citywide	
	N	Percent Passing	N	Percent Passing	N	Percent Passing	N	Percent Passing
Spanish	2	100	3	100	54	98	29	93
French	5	40	57	93	69	56	35	66
Mathematics	17	53	-	-	49	41	3	34
Biology	16	19	-	-	34	9	-	-
Social Studies	15	80	-	-	16	81	40	93

- Students taking exams in Spanish and social studies achieved the highest passing rates, whereas students taking exams in biology achieved the lowest passing rates.
- The program objective for students passing the Regents exams was met only in social studies in the 1983-84 school year.

VII. CONCLUSIONS AND RECOMMENDATIONS

During the Multilingual Survival Skills Program's first year of operation, the main activities of the project were related to the early stages of implementation as proposed. Attempts to recruit bilingual (Spanish/English) content-area teachers were unsuccessful. Although the program director was able to hire two resource specialists and two educational assistants, all other personnel working with the target population were assigned from within the school's existing monolingual English-speaking faculty.

The program was able to draw upon the history and experiences of the school's previous bilingual programs which helped in implementing the current program. Project personnel appeared highly committed to the program goals and students even though their workloads appear overwhelming. Due to budgetary constraints, the project was cut in what appears to have been a vital area of need -- the hiring of a coordinator for the Haitian component. This has reduced the project's ability to serve the Haitian population as effectively as would have otherwise been possible. Furthermore, it has given additional responsibilities to the already overextended project director.

Program students were able to achieve proposed instructional objectives in E.S.L., in Spanish language arts, and in social studies. Performance in mathematics, biology, and French language arts was lower, and the program objectives were not met in these areas.

In non-instructional areas, program staff provided personal and academic guidance to students, developed curricular materials in Creole

language arts, math (Creole), science (Spanish), and global studies (Creole and Spanish), and participated in staff development activities such as meetings, workshops, and university courses. However, attempts to increase parental involvement in program activities were unsuccessful.

Specific areas of improvement for consideration by the bilingual project include: recruitment of bilingual content-area teachers (Spanish/English), emphasis on the parental component, and in-service training for personnel working with the program's LEP students.

The following recommendations are offered for program consideration based on the evaluation findings:

1. A recruitment strategy for hiring Spanish-speaking bilingual teachers certified in content areas should be planned and implemented by the administration at Wingate High School. Job announcements could be channeled through the "Job Bank" at the Hunter College Bilingual Education Multifunctional Service Center, the Spanish language and other appropriate media. Relatedly, inservice and supervisory support, as well as college courses, should be made available to support teachers working out of license insofar as resources permit.

2. A study of the role(s) of educational assistants should be conducted to ensure the optimal use of their expertise in the classrooms. In addition, in-service training should be provided in the areas of lesson planning and grouping of students. The Bilingual Pupil Services Program of the New York City Public Schools has prepared a manual on the role of paraprofessionals which may be available for review and adaptation.

3. The development of the parental involvement component should be given priority. Meetings might be scheduled at a variety of times to improve attendance by parents. Newsletters, correspondence, and telephone contacts with parents and with neighborhood civic, educational, and social organizations would improve the link between the bilingual program and the community.

4. The program should continue its efforts promoting the Haitian Creole native language arts sequence both to assist speakers in the development of their vernacular and to afford the language the prestige it merits as a language of the Haitian community.

5. Strategies should be developed to encourage Haitian and Hispanic students to use the bilingual office and staff as resources in meeting their needs. The formation of a Spanish club could enhance the articulation between the project and students. Furthermore, the assignment of Haitian Creole- and Spanish-speaking faculty as liaisons to the student organizations could also improve communication between the project and students.

6. The school administration might analyze the project director's role and responsibilities to determine if additional resources can be found to lessen what appears to be an overwhelming workload, or if existing resources can be redeployed more effectively.

7. With school administration support, bilingual program meetings might be scheduled during the regular school day, and attendance required of all faculty serving project students.

8. If resources permit, the staff development component might be extended to include a variety of workshops and in-service activities, including conferences, for all personnel serving the bilingual students. This would ensure professional development of all personnnel serving the project.

9. If resources permit, materials should be acquired for the Haitian students, especially for the native language arts classes in Haitian Creole.

VIII. APPENDICES

APPENDIX A

Support Services Offered to Program Students

TYPE OF SERVICE	DESCRIPTION	STAFF PERSON(S) RESPONSIBLE	FREQUENCY OF SERVICE OFFERED	LANGUAGE IN WHICH SERVICE IS OFFERED	COORDINATOR'S JUDGEMENT OF EFFECTIVENESS OF SERVICE		
					HARDLY	SOMEWHAT	VERY
COUNSELING	Initial placement	Bil dept; AP's; Gr. Advisor	On entry	Home lang.(Hn.Cr/ French & Span			X
. ACADEMIC	Programming (short and long term)	Grade Advisor	Each semester(may require several meetings)	Home lang/ Eng			X
. PERSONAL	Peer rel'ps; intra & inter-group; authority rel'ps; health; family	Grade Adv & Title VII Staff	Virtually daily for some; weekly	Home lang/ Eng	short term effects vary depending on the student		
. CAREER ORIENTATION	Career info; Metroguide; college info	Grade Adv; A.P. Guidance (fairs);	Increasing frequency as student reaches Sr. year.	Home lang/ Eng		X to	X
. COLLEGE ADVISEMENT	As needed: personal problems; discipline; academic problems and inquiries; jobs, careers	Grade Adv; Title VII staff	Varies from infrequently to daily, depending on student	Home lang/Eng		X	to X
. INDIVIDUAL							
. GROUP							
REFERRALS	School evaluation service	School Based Support Team (SBST)	As needed	Home lang/Eng		X	to X
. IN-SCHOOL	Shared instruction; alternative programs	Grade Advisor	Once; as needed	Home lang/Eng			X
. OUT-OF-SCHOOL	After-school programs (e.g. TOLLEPS)		Each semester, as offered	Home land/Eng			X
TUTORING	Peer tutoring	Mr. Loeb (AP Social Studies); Mr. Fienga Mr. Brody	Daily during lunch pds.	Home lang/Eng		X	to X
	Peer tutoring		Daily after school, in Reading, Math and ESL. N.B. LEP students may be tutors in both programs		Don't know yet. New program		

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APPENDIX A (Continued)

TYPE OF SERVICE	DESCRIPTION	STAFF PERSON(S) RESPONSIBLE	FREQUENCY OF SERVICE OFFERED	LANGUAGE IN WHICH SERVICE IS OFFERED	COORDINATOR'S JUDGEMENT OF EFFECTIVENESS OF SERVICE		
					HARDLY	SOMEWHAT	VERY
CAREER/VOCATIONAL							
. PLACEMENTS	Summer job info; career info; help with writing resumes, answering ads; library research, etc.	Grade Advisor; Title VII Staff	As needed	Home lang/Eng		X	to X
. TRAINING	Training of student aides in Biling. office and Gr. Advisor's off.	Title VII Staff and Grade Advisor	As needed; several times a week as new tasks emerge	Home lang/ Eng			X
. LABORATORIES							
. CAREER INFUSION							
. ADVISEMENT							
FAMILY CONTACTS							
. HOME VISITS	Calls to home of absentees	Grade Advisor	Weekly or as needed	Home lang/Eng		X	to X
. TELEPHONE	Calls for discipline or for relaying info	Bil. teachers; Title VII staff	As appropriate or needed	Home lang/Eng		X	to X
. MAIL	Postcards for absence Letters for discipline or relaying info re: testing, health req'ts, etc.	G.Kaplan, A.P. Guid. Grade Adv; A.P. of subject area; Project Dir.	As needed As needed	English Home lang/Eng		X X	to X to X
. PROGRAM ACTIVITIES	Flyers and circulars sent home via students re: Open School PTA meetings etc.	Principal or A.P.'s, Admin. and/or Guidance. Translated by Title VII staff	As needed	Home land & Eng		X	
. SCHOOL ACTIVITIES							
PARENT EDUCATION TRAINING, AND INVOLVEMENT							
. CLASSES	Biling. Parent/Student Advisory Council - for relaying info re: program, req'ts for graduation, school services, etc and to receive parent feedback and input re: program	Project Director, Title VII staff	Monthly	Home lang and Eng		X	
. WORKSHOPS							
. ADVISORY COMMITTEE							

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APPENDIX B

Staff Development Activities

Strategy	Description(s), Goals, or Titles	No. and Titles of Staff Attending	Speaker or Presenter	Frequency or Number of Sessions	Coordinator's Judgement of Effectiveness		
					Hardly	Somewhat	Very
Pre-service	In-serrvice: Computer	3: Proj Dir, Res	Tom Brennan (WHS)	Daily - Fall 1983			X
	literacy	Specialists (2)					
Dept. meetings	Subject Area Meetings	All	A.P. Supervision, each	Monthly		X	to X
			dept.				
	Title VII Staff	4: Proj Dir, Res	Group meeting	Weekly, if pos-			X Good
		Spec (2); Ed Assts (2)		sible; informal meetings daily			staff!
Workshops	Biling. and/or ESL	Proj Dir; AP Superv.	Group meeting	As needed			X Good
	teachers	Fn Langs; teachers; Grade Adv, Res Spe (2)					tchers
	Demo lessons in ESL	AP Fn Lgs and all	Gail Slater-Tcher/Tra-	Two so far; AP		X to	X
		Lang tchrs	ner Bil/ESL Unit B Ed	has followed through			
Other demonstration lessons, lectures, etc.	Bilingual Teachers	6 Tchrs and Title VII staff	Yanick Morin-Bil/ESL Unit	two Spring 1984			X

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APPENDIX B (Continued)

Strategy	Description(s), Goals, or Titles	Sponsor/Location	Speaker or Presenter	No. and Titles of Staff Attending	Coordinator's Judgement of Effectiveness		
					Hardly	Somewhat	Very
Workshops held outside school	BEMSC Workshop	BEMSC - Hunter Coll	Jose Vasquez; C Mercado	1 - Proj Dir			X
	Title VII Mgt Wkshp	OBEMLA - Washington	Jesse Soriano et al.	1 - Proj Dir			X
	BESIS, LAB Wkshops	Off of Bil Ed - 131	OBE and Bil/ESL Unit	1 - Proj Dir			X
	Proposal Wkshop	Livingston St.	staff				
Conferences and symposia	N.Y. SABE Conf	NY State Ed Dept;SABE	C.Perez et al.	1 - Proj Dir			X
	NABE Conf.	NABE - San Antonio	G. Zamora et al.	1 - Proj Dir	hasn't taken place yet		
	Hispanic Parents Conf	B of Ed - Park West HS		1 - Res Spec			X
	Ethnicity Conference	PACE Univ.; B of Ed	Charlotte Frank et al.	1 - Proj Dir		X to	X
Other	Voc Ed Workshop	NY State Ed Dept	Judith Coburn, NY State Ed.	1 - Proj Dir	Results of study not known		X
	BEMSC Academy -tchr trainer	BEMSC		1 - Grade Adv.	just started. Should be		X
	Computer Courses	Computer Unit Bd of Ed.		2 - Proj Dir; Res Sp.			X

STAFF	Institution	Courses	Frequency	Applicability of Coursework to Program		
				Hardly	Somewhat	Very
Professional	LIU	Biling Ed.	Fall 1983 MA completed			X
	Teachers College	Ed Admin	Fall 1983; Spring 1984			X
	New York University	Biling Bd	Fall 1983-Spring 1984			X
	Teachers College	Biology	Spring 1984 (continuation)		XX	X in future?
	New School	French; Spanish	Spring 1984 (2)			X
		Mathematics	Fall 1983; Spring 1984			X
	New York University	History -doctoral prog.	On leave 1983-1984			X
Paraprofessional	Pace College (Ed Assist)	Undergrad liberal arts	Several credits earned already			X
	Hunter College	Special Education	Spring 1984 semester		X	

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